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ABSTRACT

A statement of standards that should be met by preservice teachers in Ohio frequently refers to "knowledge, skills, attitudes, and values". It was felt that the broad, underlying concepts inherent in this phrase should be established. Following a comprehensive review of educational literature, a total of 316 concept statements on effective teaching were identified. Further synthesizing and refining on the part of a selected panel reduced this number. A state-wide survey obtained the judgments of a representative sample of educators, and a final list of 79 essential concept statements emerged. These were rated on two criteria: their importance for enhancing pupil learning, and their importance to a beginning teacher's effectiveness. In two separate evaluations, the highest-ranking concepts for beginning teachers were similar, stressing a healthy classroom climate, controlled discipline, enthusiasm, and fairness. A complete list of the 79 fundamental concept statements resulting from the survey is appended. (JD)

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TEACHING CONCEPTS RESEARCH PROJECT

THE DIVISION OF INSERVICE EDUCATION
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TEACHING CONCEPTS: IMPLICATIONS FOR TEACHER DEVELOPMENT

The research literature is far from conclusive about the relationships between teacher concepts as evidenced by specific teacher behaviors and student performance or attainment. For example, Berliner has identified many impediments to research on teacher effectiveness.[1] Other researchers have offered criticisms about the lack of consistent results from studies of teacher variables and student outcomes[2] [3] and the flaws of research procedures in process-product studies.[4] On the other hand, Gage has offered a strong defense of such research and has stated "we do have some relationships between teacher behavior and pupil achievement and attitudes on which a scientific basis for the art of teaching may be erected."[5] Medley has made a rigorous review of process-product research on teacher effectiveness and rightfully claims that "...no serious student of teaching can afford to be ignorant of the findings produced by research in teacher effectiveness."[6] All of the many writers addressing the subject cannot be mentioned, but the comprehensive volume on the appraisal of teaching by Borich[7] and another by Peterson and Walberg[8] are illustrative. Obviously, teacher effectiveness research in undergraduate teacher education is possible and, although complex, it must be attempted. Teacher educators do not lack the ability to acquire the knowledge and to select the instruments and techniques for making evaluative research efforts. They usually need, however, some external stimulus and resources to pursue such activities.

There is limited research or evaluation findings relative to the body of knowledge, skills, attitudes and values needed by persons preparing to be teachers in Ohio schools. The new Ohio Standards refer frequently to "knowledge, skills, attitudes, and values" needed by teacher preparation undergraduates but these are not specified in the Standards; rather they are left too much to the interpretation of each teacher preparatory institution.

The Ohio Standards themselves were developed through a comprehensive, statewide process involving all types of professional educators,[9] but the Standards do not dictate any specific teacher education process or curriculum to obtain a predetermined product. More importantly, there is presently no way to know if persons prepared in any one of a wide diversity of teacher education programs statewide thought to meet the Standards, do possess and can demonstrate the proper "knowledge, skills, attitudes and values" necessary for successful teachers and training.

The Standards are a combination of tradition and consensus. They are believed to have a sound research and theoretical base, but this base has not been empirically demonstrated though any examination of the students or graduates from programs considered for approval under the Standards. Further, there has been no attempt to identify an empirical base by establishing the basic concepts inherent in the "knowledge, skills, attitudes and values" referred to in the Standards.

Ohioans need to establish the broad, underlying concepts inherent in the phrase "knowledge, skills, attitudes and values." The general public, parents, legislators, and many professional educators are asking to be shown some indication or proof that those prepared to teach can indeed demonstrate various teaching knowledge, skills, attitudes and values, at acceptable levels

which reflect the concepts or constructs of effective teachers and teaching. It is believed that such concepts exist, but they have not been empirically identified nor have adequate indicators been established for each concept, as well as descriptors provided to gauge the degree to which the indicators are demonstrated in the teaching process. The past research and evaluation efforts of teaching effectiveness have revealed some information, but these do not provide us with a clear base for process-product evaluation efforts and, certainly, teacher educators and others have not been able to agree, to any considerable degree, upon the evidence of the "effective teacher." It is increasingly assumed that such evidence has to be related to pupil behavior and outcomes, but efforts to trace effective teacher performance back from satisfactory pupil educational gains and behavior is mainly discussed and rarely demonstrated.

Further elaboration of the above thesis could be made, but the conclusion is inescapable. The Standards need a process-product model to verify and validate the concepts alluded to in the Standards through the process of examining the concepts and the undergraduates prepared in the various teacher education programs approved under the Standards. When teacher educators and other educational professionals can establish and demonstrate the desirable teacher effectiveness performances inherent in the Standards, which are theoretically supported by effective teacher preparation, they can then demonstrate to any educational critic or supporter that programs which adhere to the Standards do produce the desired products. What is required is a research and evaluation effort to create a model for evaluating the extent to which the Standards are attained through an assessment of training performance. Essentially, this involves a two-step effort; (1) the identification of the concepts and their related components, and (2) the implementation of an observation and data collection system for determining the extent to which the concepts are contained in teaching performance.

If teaching is a profession, then the profession should be knowledgeable about the concepts in teaching. With the implementation of the Standards, July 1, 1980, it is important that these concepts be identified. What are the concepts? They are what the profession, based on a history of professional operation, says they are. The concepts are identified by the members of the profession and the products of this identification process are the concepts. In Ohio, since the Standards were created first, we had to identify a list of concepts describing the teaching-learning process.

A comprehensive review of the literature was conducted by three Council members:* Tom Gallant, Denison University; Glenn Graham, University of Dayton; and Barry Lehrer, University of Cincinnati. The early efforts of this review consisted of locating and identifying the concepts which seem to be prevalent in the literature. A total of 316 concept statements were identified. The three council members then met with the project staff for one day and reviewed all concept lists and statements. This synthesizing and refining process ended with a list of 135 concepts.

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*The names of all members of the Ohio Study Council for Research and Evaluation are listed in Appendix B.

The list of 135 concepts was again reviewed individually by the staff and the Council members who had conducted the review. This review primarily identified concept gaps and singled out concepts that might be too general, requiring elaboration through additional concepts. The result of this review was a list of 203 concepts. At this project stage, concepts had only been identified, not rated on importance for any purpose or population.

An "expert" panel of six individuals, five of whom were Council members, was identified to review the concept statements. The panel members were:

Dr. Jan Branch - Miami University
Ms. Nancy Eberhart - Ohio Department of Education
Dr. William Hoffman - Wooster College
Ms. Dorothy Kavanagh - Liaison, Ohio Teacher Education and Certification Advisory Commission
Dr. Richard Miller - Superintendent, Big Walnut Schools
Dr. Russell Spillman - Ohio State University

The panel members were given explicit instructions for reviewing the concept statements. The concept statements were rated separately on a four point scale (0-3) using two criteria: (1) their importance for enhancing learning, and (2) their importance to a beginning teacher (or student teacher). The rating was done on an individual basis, and the scores per concept averaged.

The panel members were asked to expand, delete, and synthesize the concepts as they saw fit. The panel was brought together for a one-day meeting with the project staff, at which time the concepts and their ratings were discussed individually. Appropriate rewording and synthesis resulted. At the conclusion of this activity, 79 concept statements that had rating scores of 2.4 or greater on one or both criteria remained. There were 71 concepts for enhancing learning and 56 required for the beginning teacher. Of these concepts, 48 were common to the two criteria. Essentially, two lists of concepts were produced, and these two lists were combined into one all-inclusive list for the large-scale survey.

The large-scale survey was intended to obtain the judgments of a representative sample of educational professionals, with a large number of those involved being teacher educators. The sample was designed for geographical selection throughout Ohio. The sample was random and stratified with a priori allocation so that teachers involved with the teacher education and teacher educators in colleges and universities received the largest representations.

The survey was conducted primarily by Council members. Each Council member, was responsible for assembling a defined group of respondents and collecting data from them. The populations sampled and allocations by Council member were as follows:

1. Each representative of a state-supported university randomly selected 30 college of education faculty and 100 cooperating teachers.

2. Each private college representative randomly selected a sample of 8 faculty members and 33 cooperating teachers in his own college and a similar sample in each of two additional private colleges.

3. One Ohio Department of Education representative elected a random sample of 50 Ohio Department of Education professional staff members.

4. The Elementary and Secondary school representatives each selected a group of 50 practicing teachers from school districts in their immediate geographical areas.

5. Six hundred teachers were randomly selected statewide for a mail survey. The selection list was provided by the Ohio Department of Education.

All Council members were instructed to select at random the sample members from the defined population with representation from urban, suburban, and/or rural schools. Those collecting the data were admonished that to the extent possible, data should be collected by personally assembling the sample and administering the survey instrument. Although the directions for responding were self-explanatory, they were reviewed with assembled groups of respondents when the instrument was administered.

The mail portion of the survey was conducted during the Fall of 1979. The initial cover letter and the rating scale for Teacher Concepts were mailed during November. Completed response forms were accepted through January, although the heavy returns occured within a month of mailing.

The response sheet was designed so that responses could be machine-scored. A standard IBM form was used with slight modification to accommodate the dual response. As with the expert panel members, the respondents rated on a four point scale, the concept statements on the two criteria of importance for enhancing learning and importance for a beginning teacher. Routine procedures for processing the response sheets were implemented as they were returned. The computer runs for scoring the response sheets and analyzing the data were concluded by February 10, 1980.

Results

The process of rating a concept as essential consisted of two procedures. First, a special panel of six consultants rated the original list on concepts obtained from the literature synthesis search. The panel rated on two factors (1) importance of the concept for enhancing learning, and (2) importance for a beginning teacher. A four point scale of +3 for essential, +2 for highly desirable, +1 for desirable, and 0 for none of these was used. Concepts having a mean rating of 2.4 or greater were designated, by the expert panel, as essential concepts. The mean rating of 2.4 was arbitrarily determined.

The second procedure was to take the essential concepts identified by the expert panel for a further rating by a much larger group of professionals from various areas of teacher education, utilizing the same rating procedure employed by the expert panel. Mean scores were computed, and concepts with a mean rating of 2.4 or greater are listed below as essential concepts.

Concepts for Enhancing Learning with Mean Ratings of 2.40-3.00

The 37 concepts with these mean ratings comprise 52.1% of the 71 concepts rated by this criterion. The concepts, in order of their mean ratings, were:

	Mean Rating
27. Gives clear directions and explanations.	2.81
36. Evidences fairness, tact, compassion and good judgment in dealing with pupils.	2.73
48. Demonstrates knowledge in the subject areas.	2.68
13. Gives student individual help or attention.	2.67
7. Provides opportunities for all ability levels of pupils to respond and participate.	2.66
43. Demonstrates enthusiasm for teaching and learning and for the subject being taught at the time.	2.66
38. Maintains an educational environment conducive to developing positive attitudes toward learning.	2.65
1. Uses effectively a variety of verbal and non-verbal classroom communication techniques.	2.64
37. Maintains a social classroom atmosphere which reflects enthusiasm, warmth, support, and respect.	2.64
46. Maintains self-control in classroom situations with pupils.	2.63
19. Controls disruptive or deviant pupil behavior objectively.	2.61
60. Selects goals and objectives appropriate to pupil needs.	2.60
59. Prepares lessons that are well organized and cohesive.	2.59
22. Promotes self-awareness and positive self-image in pupils.	2.58
33. Modifies instruction appropriate to identified learner needs.	2.58
49. Accepts responsibility.	2.57
3. Encourages students to take responsibility for their own work.	2.55
52. Uses acceptable written and oral expression with learners.	2.55
9. Demonstartes ability to work with individuals, small groups, and large groups.	2.54

	Mean Rating
34. Identifies and evaluates learning problems of students in content area being taught.	2.54
24. Uses positive reinforcement patterns with students.	2.53
66. Provides accurate and prompt feedback to learners about their performance.	2.53
4. Employs a variety of appropriate instructional strategies and techniques to achieve objectives.	2.52
25. Makes possible an environment where students are actively involved, working on-task.	2.52
51. Has realistic expectations for student learning.	2.52
32. Knows how to select, organize and evaluate appropriate instructional materials.	2.51
2. Initiates instruction by providing appropriate background information and explanation of task-related activities.	2.48
18. Maintains a challenging level of instruction.	2.47
14. Uses skillful questions that lead pupils to analyze, synthesize and think critically.	2.45
35. Modifies the curriculum to serve changing needs of students.	2.44
74. Uses valid criteria and procedures for determining pupil achievement of learning objectives.	2.44
56. Structures the use of time to facilitate student learning and student attainment of educational objectives.	2.43
20. Provides feedback to student on his behavior.	2.43
77. Expresses humor when appropriate.	2.42
57. Selects, identifies and implements instructional procedures which are consistent with instructional objectives.	2.41
12. Provides assignments which are interesting and appropriate to different ability levels.	2.41
15. Motivates students to ask questions.	2.40

Concepts for Beginning Teachers with Mean Ratings of 2.40-3.00

The 20 concepts with these mean ratings comprise 35.7% of the 56 concepts rated for beginning teachers. The concepts, in order of their mean ratings, were:

	Mean Rating
27. Gives clear directions and explanations.	2.78
36. Evidences fairness, tact, compassion and good judgment in dealing with pupils.	2.69
46. Maintains self-control in classroom situations with pupils.	2.65
49. Accepts responsibility.	2.63
43. Demonstrates enthusiasm for teaching and learning and for the subject being taught at the time.	2.61
48. Demonstrates knowledge in the subject areas.	2.57
37. Maintains a social classroom atmosphere which reflects enthusiasm, warmth, support, and respect.	2.55
13. Gives student individual help or attention.	2.53
38. Maintains an educational environment conducive to developing positive attitudes toward learning.	2.52
19. Controls disruptive or deviant pupil behavior objectively.	2.51
59. Prepares lessons that are well organized and cohesive.	2.51
52. Uses acceptable written and oral expression with learners.	2.48
47. Expresses a positive personal attitude toward the teaching profession.	2.47
7. Provides opportunities for all ability levels of pupils to respond and participate.	2.44
54. Reacts with sensitivity to the needs and feelings of others.	2.44
9. Demonstrates ability to work with individuals, small groups, and large groups.	2.43
24. Uses positive reinforcement patterns with students.	2.43
60. Selects goals and objectives appropriate to pupil needs.	2.42

	Mean Rating
1. Uses effectively a variety of verbal and non-verbal classroom communication techniques.	2.41
55. Requests appropriate professional assistance when needed.	2.41

An examination of the essential concepts reveals that 17 concepts appear for both criterions. There is high agreement among the top ten concepts in both groups with eight of the ten concepts common in each list. The remaining two concepts, although not in the top ten ratings of the other criterion are rated as essential in the other group. The top two concept ratings were the same in both groups. Giving clear directions and treating pupils fairly outrated all the other concepts in both lists. Concepts including traits such as self-control, responsibility, and enthusiasm were rated higher for the beginning teacher while concepts concerned with knowledge of the subject area and working individually with all pupils were rated higher for enhancing learning.

The concepts have not been classified under a set of headings or subdivisions; nevertheless, the concepts rated essential do seem to stress some components of the teaching process more than others. A persual of the concepts rated 2.50 or higher for the beginning teacher stress a healthy classroom climate, controlled discipline, and an enthusiastic teacher who teaches pupils with fairness. A similar inspection of the concepts rated 2.50 or higher for enhancing learning stress the points listed for the beginning teacher along with more emphasis on planning instruction, managing instruction, and directing pupil activities. The concepts involving individualized instruction (i.e., ability grouping, modes of instruction, etc.) were rated higher for enhancing learning than for the beginning teacher.

When the concepts are compared with ratings 2.40 or higher for the criteria, there is general agreement between the two sets of essential concepts. Seventeen of the twenty essential concepts for a beginning teacher are also essential concepts for enhancing learning. Of the three concepts that are not listed as essential one is rated 2.39 and the other two were not included in the seventy-one concepts rated for enhancing learning. Seventeen of the thirty-seven essential concepts for enhancing learning are also essential concepts for the beginning teacher. The remaining twenty essential concepts are varied but appear to relate more to modifying and evaluating instruction to meet learner needs. Keeping instruction interesting to pupils is stressed through the use of a variety of instructional strategies, techniques, materials, activities, and procedures.

In summary the two mean ratings produced similar lists of essential concepts. The twelve concepts rated the highest for beginning teachers were also rated essential for enhancing learning. Also the first thirteen concepts rated the highest for enhancing learning were also rated essential for the beginning teacher. Appendix A contains a list of all 79 concepts with their ratings.

Further Research

This study needs to be continued through Ohio Study Council members with the following desired goals.

1) To review the operational definitions of the essential concepts and to develop the indicators and descriptors for each concept.

2) To develop an observation instrument that can be used to observe student teachers or teachers to determine which indicators/descriptors - and thus which concepts - are evidenced in their teaching.

3) To determine if the concepts identified in the original study are level specific (elementary, junior high, secondary, college).

4) To key the concepts to the Ohio Standards for Colleges or Universities Preparing Teachers.

5) To prepare a handbook for observers which explains the use(s) of the observation instrument.

Summary

In summary, this study was designed as a statewide survey of one segment of the education profession. Geographically the survey covered the entire state. Primarily educators that had some involvement in teacher education were surveyed, although there was one stratum surveyed which consisted of teachers that had not, and were not, involved in teacher education.

There was some complexity to the design of the study. Essentially a modified Delphi approach was used to identify the necessary concept statements. These statements were generated from within the profession. They were then circulated throughout a segment of the profession and rated on importance according to two criteria.

The administration of the survey instrument included both the administration to intact groups and the use of a mail survey. The extensive involvement of Council members was for the purpose of facilitating data collection and enhancing the response rate.

Information about concepts can be obtained for student teachers as a group and individually. Comparisons between individuals can be made on specific concepts or by student teacher groups on specific concepts. Profiles of concepts of individuals can be used for diagnostic purposes, although that matter was not addressed in this project. The information which can be obtained about student teacher performance in respect to identified concepts can be used to identify individual concept successes and difficulties. Once a system of observation and computer analysis is established, individual profiles can be provided student teachers during their student teaching and as a cumulative means of student teaching evaluation. The evaluation of student teaching can become more objective and predictive of teacher success.

The information obtained for groups of student teachers can be used for purposes of standardizing the mean scores for the college's and university's

of Ohio with their student teachers and to note the deviations from the means in terms of specific concepts. From such information, questions can be raised considering the effectiveness of the teacher education programs and where the programs can be improved. Inferences about the program can be obtained from a careful study of data on student teacher concepts over an academic year and several years.

The evidence from the type of research/evaluation going on at the Ohio Study Council for Research and Evaluation will in time provide a larger knowledge base than we now have for continuing the development of a program of teacher training. The more we understand about teacher performance, the better we can develop the skills of pedagogy to improve that performance. Continued research in this area should meet the needs implied by the Standards and make a substantial contribution to the improvement of teacher education in Ohio.

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APPENDIX A
Concepts: Large Scale Survey

	Ratings	
	Beginning Teacher	Enhancing Learning
1. Uses effectively a variety of verbal and non-verbal classroom communication techniques.	2.41	2.64
2. Initiates instruction by providing appropriate background information and explanation of task-related activities.	2.37	2.48
3. Encourages students to take responsibility for their own work.		2.55
4. Employs a variety of appropriate instructional strategies and techniques to achieve objectives.	2.29	2.52
5. Uses a variety of resources and materials appropriate to instructional objectives.	2.13	2.36
6. Uses supplementary materials as necessary to foster student learning.		2.20
7. Provides opportunities for all ability levels of pupils to respond and participate.	2.44	2.66
8. Establishes motivation and transitions in instruction which are vaired and appropriate.		2.32
9. Demonstrates ability to work with individuals, small groups, and large groups.	2.43	2.54
10. Uses instructional strategies that lead students to make functional use of basic study skills.	2.11	
11. Acknowledges and accepts divergent view points.	2.13	2.25
12. Provides assignments which are intersting and appropriate to different ability levels.	2.19	2.41
13. Gives student individual help or attention.	2.53	2.67
14. Uses skillful questions that lead pupils to analyze, snythesize and think critically.	2.16	2.45
15. Motivates students to ask questions.	2.19	2.40
16. Provides learning experiences which enable students to transfer principles and generalizations to situations outside the school.		2.39
17. Responds appropriately to partially successful performance of students.		2.34

	Ratings	
	Beginning Teacher	Enhancing Learning
18. Maintains a challenging level of instruction.		2.47
19. Controls disruptive or deviant pupil behavior objectively.	2.51	2.61
20. Provides feedback to student on his behavior.		2.43
21. Demonstrates self-understanding and self-awareness.	2.14	2.24
22. Promotes self-awareness and positive self-image in pupils.		2.58
23. Helps students discover and correct factual errors and inaccuracies.		2.36
24. Uses positive reinforcement patterns with students.	2.43	2.53
25. Makes possible an environment where students are actively involved, working on-task.	2.35	2.52
26. Asks students to extend or elaborate ideas or answers, or to support answers with evidence.		2.18
27. Gives clear directions and explanations.	2.78	2.81
28. Develops student feedback and evaluation skills and uses them to modify teaching techniques or procedures.		2.26
29. Asks for use or application of knowledge concepts, using the concept in order to solve a problem.	1.92	2.19
30. Provides reading instruction in content area of specialization.		2.14
31. Acts as an appropriate model in terms of ethics-attitudes and values.	2.34	2.38
32. Knows how to select, organize and evaluate appropriate instructional materials.	2.23	2.51
33. Modifies instruction appropriate to identified learner needs.	2.28	2.58
34. Identifies and evaluates learning problems of students in content area being taught.		2.54
35. Modifies the curriculum to serve changing needs of students.		2.44
36. Evidences fairness, tact, compassion and good judgment in dealing with pupils.	2.69	2.73
37. Maintains a social classroom atmosphere which reflects enthusiasm, warmth, support, and respect.	2.55	2.64

	Ratings	
	Beginning Teacher	Enhancing Learning
38. Maintains an educational environment conducive to developing positive attitudes toward learning.	2.52	2.65
39. Promotes physical and mental health of pupils.		2.26
40. Demonstrates proper listening skills.	2.36	
41. Relates to accountability issues concerning responsibilities to students, parents, and the instructional process.	1.91	
42. Demonstrates self-direction in moving toward a task.	2.12	2.23
43. Demonstrates enthusiasm for teaching and learning and for the subject being taught at the time.	2.61	2.66
44. Conveys the impression of knowing what to do and how to do it.	2.33	
45. Is aware of reasons for being in the teaching profession.	2.29	
46. Maintains self-control in classroom situations with pupils.	2.65	2.63
47. Expresses a positive personal attitude toward the teaching profession.	2.47	2.39
48. Demonstrates knowledge in the subject areas.	2.57	2.68
49. Accepts responsibility.	2.63	2.57
50. Follows the policies and procedures of the school district.	2.35	
51. Has realistic expectations for student learning.		2.52
52. Uses acceptable written and oral expression with learners.	2.48	2.55
53. Can explain own personal philosophy of education.		1.84
54. Reacts with sensitivity to the needs and feelings of others.	2.44	
55. Requests appropriate professional assistance when needed.	2.41	
56. Structures the use of time to facilitate student learning and student attainment of educational objectives.	2.25	2.43
57. Selects, identifies and implements instructional procedures which are consistent with instructional objectives.	2.22	2.41
58. Selects and clarifies learner objectives for lessons.	2.15	2.29

	Ratings	
	Beginning Teacher	Enhancing Learning
59. Prepares lessons that are well organized and cohesive.	2.51	2.59
60. Selects goals and objectives appropriate to pupil needs.	2.42	2.60
61. Plans instruction at a variety of cognitive levels.	2.07	2.35
62. Knows how to set priorities for instructional responsibilities.	2.03	2.28
63. Involves students in self-evaluation.		2.04
64. Maintains evaluation records.	2.32	2.35
65. Selects appropriate assessment instruments for instructional activities.	2.15	2.31
66. Provides accurate and prompt feedback to learners about their performance.		2.53
67. Determines student readiness for learning.	2.09	2.36
68. Analyzes evaluative information concerning his/her instructional program.	2.38	2.20
69. Uses information about the effectivesness of his/her instructional program to revise it.	2.25	2.36
70. Knows own cultural biases.	2.00	2.07
71. Selects instructional materials with knowledge of their cultural biases.		1.95
72. Adjusts components of the physical environment over which the teacher has control to facilitate learning.	2.10	2.30
73. Keeps informed of current literature in professional and specific subject areas.		2.19
74. Uses valid criteria and procedures for determining pupil achievement of learning objectives.	2.27	2.44
75. Engages in professional development by obtaining and eavluating data on own teaching skills for the purpose of self-improvement.		2.24
76. Works effectively as a member of an instructional team.	2.17	2.24
77. Expresses humor when appropriate.	2.34	2.42
78. Adapts to new or confusing situations readily.	2.27	2.32
79. Uses more than one method in a single presentation to achieve instructional objhctives.		2.39

APPENDIX B
Members of the Ohio Study Council for Research and Evaluation
In Teacher Education - 1981

Dr. Robert Barcikowski, Professor
Ohio University

Dr. Russell Spillman, Associate Dean
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Dr. Fred Pigge, Professor and Director
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